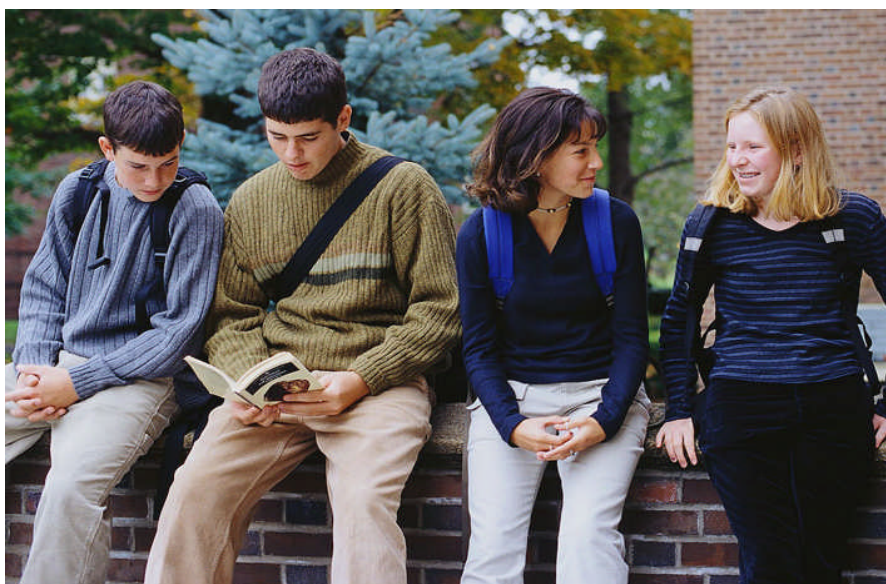


**Draft**

# **Reading and Writing Achievement Standards**

**A Component of  
*Atlantic Canada English Language Arts Curriculum*  
(Entry-Grade 9)**



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## **End of Grade 6**



# Acknowledgements

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# Introduction

## Background

The reading and writing achievement standards documents were developed by the Atlantic Provinces under the auspices of the Council of Atlantic Ministers of Education and Training (CAMET). The New Brunswick Department of Education had lead responsibility for the project, with input provided by the other provinces at defined points. The first draft of the achievement standards was developed in consultation with teachers and personnel from school districts/boards. Input from working groups of educators, the review of standards documents from various school districts/boards and provinces, provincial assessments, and the work of educators and researchers documented in professional resources (see Bibliography) were sources used to inform further drafts. Final draft versions of the documents were made available for field tests/reviews throughout the Atlantic Provinces. The resulting feedback informed the published versions of the achievement standards.

## Purpose

The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry – grade nine). The standards address the question, “How well should students be able to read and write independently by the end of each grade level?” and are based on both the reading and viewing outcomes and the writing and representing outcomes within the *1998 Atlantic Canada English Language Arts Curricula*, Entry through Grade Nine. (See Appendix for outcomes alignment.) Following the project directive, the achievement standards focus only on reading and writing; attention to outcomes not addressed from the reading and viewing or writing and representing strands, as well as outcomes within the speaking and listening strand is not to be diminished.

The standards provide clear and reasonable end-of-grade expectations for reading and writing through descriptions of two levels of student achievement: **appropriate** and **strong**. The standard for appropriate achievement describes what a student who meets intended expectations of the learning outcomes must know and be able to do. Strong achievement describes a high level of performance that exceeds intended expectations of the learning outcomes. Within each standard, there is a range of student achievement. For example, there will be students whose achievement will be identified as appropriate; however, they may have “just met” the described level of achievement. Alternatively, there will be students whose achievement is identified by the standard of strong achievement who will surpass the performance descriptors. The student exemplars attempt to reflect the range of achievement within a standard.

## Overview

The reading achievement standards include three components to be considered when assessing students’ independent interactions with text: Text Complexity – characteristics of fiction/nonfiction (information) texts; Reading Strategies – learning behaviours students should exhibit when reading texts independently; and Comprehension Responses – literal, inferential/interpretive, and personal/critical/evaluative responses to texts. Samples of end-of-year texts and student responses to related questions demonstrate the text complexity and level of comprehension described in the achievement standards.

The writing achievement standards make use of common traits of quality writing and describe what students should be able to demonstrate independently with respect to the

traits when completing a piece of writing: Content/Ideas – overall topic, degree of focus, and related details; Organization – structure and form, dependent on purpose and audience; Word Choice – vocabulary, language, and phrasing; Voice – evidence of author's style, personality, and experience; Sentence Structure – variety and complexity of sentences; and Conventions – spelling, punctuation, capitalization, and usage (grammar). The writing achievement standards for each grade level are clarified through student exemplars.

The student exemplars, with supporting rationale, represent various forms of both narrative and expository writing. Any information that could potentially identify a writer has been replaced with fictitious names (e.g., John Doe for a male's name; Placeville for the name of a specific location). Parental permission was obtained to use a student's writing in the standards documents (entry to grade five). At grades six through nine, the majority of writing samples was drawn from provincial writing assessments; information is displayed within writing assessment booklets indicating student writing samples at this level may later be used in provincial publications.

## **Exemplar Collection**

### **Entry through Grade Five**

The reading and writing exemplars in the achievement standards documents, entry through grade five, reflect independent student work collected at the end of the school year (late May/early June) in both urban and rural schools. The process for collecting reading exemplars in entry through grade two was slightly different from the process used in grades three to five. In the early grades, students read independently and were questioned orally with responses recorded on audio-tapes. A few written responses were also requested. The audio-tapes of student responses were transcribed, including any teacher prompting during the interview process. Teachers were provided with written directions about the interview process, but not with specific scripts to follow; therefore, individual interactions with students vary.

In grades three through five, students worked independently to provide written responses to the comprehension questions; no teacher assistance could be provided with the reading or interpretation of the passages or questions. At all levels, prior to responding to questions, students could be reminded to use processes and strategies they had used throughout the year (e.g., graphic organizers, comprehension strategy charts displayed in the classroom, highlighters, sticky notes).

The writing exemplars were collected at the end of the school year through in-class writing assignments, or district and provincial assessments. Students were asked to complete a draft version of a piece of writing plus a final copy that reflected their revisions and edits. In the majority of exemplars, students chose their own topics; in a few instances at grades three through five, students were asked to write in response to a prompt. In the early grades (entry to grade two), a final copy was not required, but students were encouraged to make any changes they wished on their initial piece of writing. At all levels, students could use any tools they might normally reference when writing (e.g., word wall, graphic organizer, dictionary, thesaurus), but were not permitted to discuss their writing with a peer or their teacher through any form of writing conference. Teachers could not assist with processes such as brainstorming a topic, making vocabulary webs, or editing. For grades two through five, writing was generally completed over two time periods of approximately 40 minutes each; at the early grades (entry and one), the periods of time were often shorter.



## Grades Six through Nine

The majority of student reading and writing exemplars in the achievement standards booklets for grades six through nine were collected through fall provincial assessments (October and November). Some writing exemplars (grade nine) and reading exemplars (grade six) were collected by classroom teachers at the end of the school year.

Students were provided with grade-appropriate reading passages and related open-response questions; no teacher assistance could be provided with the reading or interpretation of the passages or questions. Writing tasks included both a topic of student choice and assigned prompts. Students used space provided to plan and draft, revise, and edit before writing their final copy. All assignments were completed independently within a sixty-minute time frame. Students were reminded to make good use of a dictionary and/or a thesaurus when writing.

## Guidelines for Copying

A diligent effort has been made to locate the creator of each of the published texts and student exemplars within the Reading and Writing Achievement Standards. In a few instances, the search to locate an author is ongoing. Educators should note that the published fiction/nonfiction texts within the reading standards have been reprinted by permission of the publisher/owner; a citation appears at the bottom of each page to provide source information. The materials have been secured with an agreement that they will be viewed only within the document and/or in a read-only electronic version; therefore the reading passages **may not be reproduced** in any form. The student exemplars however, in both the reading and writing sections, are able to be reproduced for classroom purposes.

## **Application of Standards**

When using the achievement standards for either formative or summative purposes, it is important to consider all elements of the standards and to give students multiple opportunities to demonstrate their abilities. For example, when assessing a student's ability to read, the teacher must consider text complexity, reading strategies the student employs, and various types of responses to text. Similarly, when assessing a student's ability to write, it is important to consider all traits that contribute to quality writing.

Student reading comprehension exemplars reflect responses to grade-appropriate reading texts (i.e., text complexity generally considered appropriate for the end of a given grade level). Student responses determined to be at an appropriate level reflect the criteria described for appropriate achievement; alternatively, student responses identified as illustrating strong achievement demonstrate the criteria described for the strong level. Literal questions with a specific response are not identified as appropriate or strong; the level of achievement for such questions is dependent upon the number of questions answered correctly (i.e., for appropriate achievement a student responds accurately to most literal questions; for strong achievement a student responds accurately to virtually all literal questions).

It is expected that students who demonstrate a strong level of achievement will be capable of reading slightly more challenging texts than included within the grade-level documents. With more challenging texts, the student may not consistently demonstrate the criteria for responses defined under strong achievement.

To obtain appropriate achievement in writing, student writing must consistently demonstrate the level of development described for each trait within the category of the standard.

However, a student whose achievement in writing is identified at an appropriate level may be strong in one or more traits. Equally, to be identified at a strong level of achievement, the student must consistently demonstrate the level of development described within the standard for each trait in the strong category. Clearly, when assessing a student's writing achievement for formative purposes, a teacher could focus on the student's ability with respect to each trait. The information gained could inform instruction to ensure a student achieves the overall level of development identified within the end of grade level achievement standards. The goal is to develop students' proficiency in all the traits of writing as each is important and contributes to quality writing.

The reading and writing achievement standards and accompanying exemplars should be used to facilitate planning for all students. Students who require adaptations/accommodations in instruction are working toward outcomes and expectation levels as defined in special education plans. The specificity and functionality of the standards may assist the writing of special education plans that include descriptions of behaviours and goals for levels of achievement.

**Reading Achievement Standards – End of Grade 6  
and  
Student Reading Exemplars with Criteria for Responses**  
(Stories are used with permission.)

## Appropriate Achievement

### Text Complexity

*Students select, read independently, and understand a variety of fiction and nonfiction texts that include*

- a range of genres that encompasses increasingly complex themes, ideas, topics, and content
- language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure

#### Fiction (prose and poetry)

- Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
- Multiple-event plots feature twists with definite resolutions.
- Plots generally follow chronological order; foreshadowing and/or flashbacks may occur.
- Conflicts increase in complexity.
- Characters demonstrate complex personalities.
- Descriptive language creates setting, mood, and atmosphere.
- A variety of literary/poetic devices is used within a single poem.

#### Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)

- Texts may contain a table of contents, glossary, unit summary, and index.
- Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.
- Texts may include transitional expressions (e.g., next, then, because, finally) to connect ideas.
- Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text.
- Paragraphs are predominantly short.

### Reading Strategies

*Students*

- monitor their reading and self-correct when reading does not make sense, sound right, or look right
- use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words
- generate questions to make and adjust predictions
- make connections between text and prior knowledge
- adjust their reading rate according to the type of text
- skim/scan text for format and information
- reread when comprehension is lost
- use note-taking techniques to identify significant information

### Comprehension Responses

*Students*

- identify the main ideas and summarize content
- respond correctly to most literal and vocabulary-related questions
- understand information by making inferences and supporting personal experiences
- form logical opinions/reactions and support ideas with general reference(s)
- manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)

**Strong Achievement****Text Complexity**

*Students select, read independently, and understand a variety of fiction and nonfiction texts that include*

- a range of genres that encompasses increasingly complex themes, ideas, topics, and content
- language that becomes progressively elaborate and complex, incorporating challenging vocabulary and varied sentence structure

**Fiction (prose and poetry)**

- Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
- Multiple-event plots feature unpredictable twists which may require interpretation and inference.
- Plots frequently include foreshadowing and/or flashbacks.
- Conflicts increase in complexity and sophistication.
- Characters demonstrate increasingly complex personalities.
- Descriptive language enhances setting, mood, and atmosphere.
- A variety of literary/poetic devices is used within a single poem.

**Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)**

- Texts may contain a table of contents, glossary, unit summary, and index.
- Information or non-continuous texts may include charts, graphs, maps, timelines, and diagrams.
- Texts may include transitional expressions (e.g., because, finally, since, whenever) to connect ideas.
- Topic-specific or technical words are usually highlighted or in bold-face type, or they may need to be derived from context.
- Paragraphs may vary in length.

**Reading Strategies**

*Students*

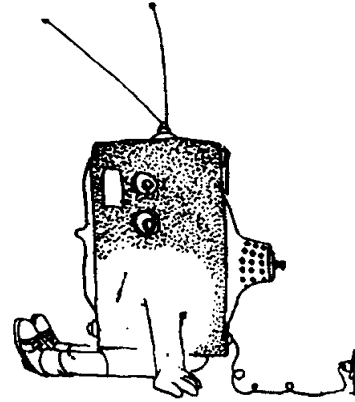
- monitor their reading and self-correct when reading does not make sense, sound right, or look right
- use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words
- verify and adjust predictions while reading
- make connections between text and prior knowledge or personal experiences
- adjust their reading rate according to the type of text
- skim/scan text for format and information
- reread when comprehension is lost
- use note-taking techniques to identify significant information

**Comprehension Responses**

*Students*

- identify the main ideas and summarize content
- respond correctly to literal and vocabulary-related questions
- understand information by making inferences and supporting ideas with reference to the text and personal experiences
- form logical opinions/reactions and give appropriate textual reference(s)
- manage, understand, and recall information using graphic organizers independently (e.g., webs, charts, KWL, Venn diagrams, etc.)

Read the poem. Answer all the questions in your own words. Refer to the poem when necessary, to reveal that you have a clear understanding of the ideas.



## **JIMMY JET AND HIS TV SET**

by Shel Silverstein

---

**Poor Jimmy Jet is so influenced by TV that the unthinkable happens.**

---

I'll tell you the story of Jimmy Jet—  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

He watched all day, he watched all night  
Till he grew pale and lean,  
From "The Early Show" to "The Late Late Show"  
And all the shows between.

He watched till his eyes were frozen wide,  
And his bottom grew into his chair.  
And his chin turned into a tuning dial,  
And antennae grew out of his hair.

And his brains turned into TV tubes,  
And his face to a TV screen.  
And two knobs saying "VERT." and "HORIZ."  
Grew where his ears had been.

And he grew a plug that looked like a tail  
So we plugged in little Jim.  
And now instead of him watching TV  
We all sit around and watch him.

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**1. What was Jimmy's favourite hobby?**

(This question generates one level of response.)

**Criteria for Response**

Students respond accurately to the literal question, saying the boy's hobby was watching TV.

*Student Exemplars (Appropriate – In students' words and spelling)*

- The boy watched TV day and night.
- Jimmy liked to watch TV all the time.
- Jimmy spent all of his time watching his TV.

**2. How does the poet make you think Jimmy watched too much TV?**

(This question generates one level of response.)

**Criteria for Response**

Students respond accurately to the literal question, making inferences about the amount of time the boy spends watching TV.

*Student Exemplars (Appropriate – In students' words and spelling)*

- He says Jimmy watched so much TV he got pale and thin.
- He says he watched TV all day and he watched TV all night.
- The poet says Jimmy watched TV all the time day and night until he turned into a TV.

**3. Describe what happened to Jimmy in lines 9-12, telling why it happened.**

(This question generates one level of response.)

**Criteria for Response**

Students show the cause and effect of Jimmy's actions, describing how too much TV brought about changes in Jimmy.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Jimmy started to turn into a TV because he sat in front of it all the time.
- Jimmy began to look like a TV because he watched it so much.
- Jimmy was beginning to look like a TV little by little and his bottom grew into his chair and antennas grew out of his hair when he sat there so long.

**4. Explain what purpose the poet had in writing this poem.**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students explain the poet's purpose for writing the poem, providing a literal response.

*Student Exemplars (Appropriate – In students' words and spelling)*

- The poet wanted to make readers laugh.
- The poet wanted to write a funny poem for kids to enjoy reading.
- The poet wrote a poem that wasn't true but was funny when you read it cause you shouldn't watch so much TV.

**Criteria for Strong Response**

Students explain the poet's purpose for writing the poem, providing inferential reasoning in their response.

*Student Exemplars (Strong – In students' words and spelling)*

- The poet makes the poem funny so you wont watch too much TV.
- The poet used humour to give us a lesson on watching TV so we would be more careful about the time we spend in front of the television.
- The poet wrote the poem but it was not really true. It was just a lesson to tell us that it was bad to watch a lot of TV.

**5. Explain what could be learned from this humorous poem.**

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students make personal observations about the results of a character's actions (i.e., Jimmy's turning into a TV from watching it all the time) and learn that watching too much TV can hurt you.

*Student Exemplars (Appropriate – In students' words and spelling)*

- You could learn that too much TV will hurt you.
- You could learn that you will get sick if you spend all of your time in front of the TV.
- You could learn that you will become a different person if you watch TV all the time.



**Criteria for Strong Response**

Students make personal observations about the results of a character's actions (i.e., Jimmy's turning into a TV from watching it all the time) and learn some specific lessons about watching too much TV.

*Student Exemplars (Strong – In students' words and spelling)*

- Jimmy watched so much TV that he turned into one. So you could learn that if you watch too much TV it could damage your body. It could hurt your eyes or keep you from doing any exercises.
- If you watched TV all the time you wouldn't have time to do anything else and you would be really lazy. You wouldn't have any friends so you would be lonely.
- Watching too much TV could keep you from communicating and sharing with others. You wouldn't turn into a TV like the poet said Jimmy did, but you would start to become odd like he did.

Read the selection “*Snowmobiles*” very carefully. Reread each paragraph and decide on its **main idea**. State the *main idea* as much as possible in your own words for each of the five paragraphs. Express yourself clearly and always with appropriate references to the passage to reveal a clear understanding of the ideas in the reading passage.

## SNOWMOBILES

- 1 Which invention from Canada has many uses and is used in many different countries: laying pipelines in Scotland; building dikes in Holland; getting to out-of-the-way places on coffee plantations in Central America; rounding up reindeer in the North? The answer is snowmobiles! They were first made to be used as workhorses, but they later became fun machines known as Ski-Doos that are still popular today.
- 2 Snowmobiles were invented by a man called Joseph-Armand Bombardier, from Valcourt, Quebec, after he got tired of being shut in his tiny community all winter by the high snowdrifts. These huge drifts blew over the roads and prevented the use of cars and trucks on the blocked highways. The Canadian winters were boring to young Mr. Bombardier so he dreamed away his long hours trying to invent a machine that would win over the white snowdrifts. A snowmobile would give him freedom to move about over the snow.
- 3 Mr. Bombardier was very intelligent and in 1922, when he was only fifteen years old, he was successful in building his first snowmobile. He put an old car motor, from a car his father had given him, on the family sleigh; then, he added an airplane propeller to push the sleigh along. Next, he surprised his neighbours and frightened their horses as he drove his noisy machine all over town.
- 4 Mr. Bombardier was not discouraged when his neighbours laughed at him and thought he was very strange. He just kept practicing to improve his machine, and in 1935, he enlarged his snowmobile to carry other passengers. Finally, in 1937 (after fifteen years of hard work), Mr. Bombardier placed a sign on his garage to say he had formed a new business to sell his snowmobiles, called *Bombardier Snowmobile*.
- 5 Mr. Bombardier quickly became very successful with his growing business. His snowmobiles were popular as work machines at first, but they were soon in big demand as fun machines as well. The military started using his snowmobiles during World War II; it wasn't long before he also created a larger snowmobile that would carry twelve people. By 1959, snowmobiles were lighter machines that could carry two people through the woods or across a field of snow. People fell in love with the sports machines and winter has been a lot more fun because of Mr. Bombardier's snowmobiles.

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**1. Paragraph One – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the first paragraph: snowmobiles have many uses.

*Student Exemplars (Appropriate – In students' words and spelling)*

- The snowmobiles were used for building dikes and laying pipelines, rounding up reindeer, etc.
- It tells you what the snowmobile is capable of doing and what it is used for.
- The main idea in this paragraph is what they use the snowmobiles for in different parts of the world.

**2. Paragraph Two – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the second paragraph: snowmobiles were invented by Joseph-Armand Bombardier to get around in winter.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Mr. Bombardier used them for transportation when there were heavy snowfalls.
- Joseph-Armand Bombardier built snowmobiles that would take you places a car can't do in the winter.
- The main idea in this paragraph is who invented the snowmobile and why he invented the machine (snowmobile).

**3. Paragraph Three – Main Idea**

(This question generates one level of response.)

**Criteria for Response**

Students state the main idea found in the third paragraph: building the first snowmobile and what it looked like.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Paragraph three tells you when the first snowmobile was built and what it was built from.

*Student Exemplars (Appropriate – In students' words and spelling) cont'd.*

- Armand built his first snowmobile from a family sleigh and a car motor. He added a airplane propeller too.
- The main idea in this paragraph is what the first snowmobile looked like when it was made (1922).

#### 4. Paragraph Four – Main Idea

(This question generates one level of response.)

##### **Criteria for Response**

Students state the main idea found in the fourth paragraph: Mr. Bombardier started his business selling snowmobiles.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Mr. Bombardier's snowmobile business was put into place.
- In this paragraph it says that in 1937 he was granted his first patent and went into business.
- The main idea in paragraph four is that he continued to work on his invention. He opened his first shop in 1937 and it's name was "Bombardier Snowmobiles".

#### 5. Paragraph Five – Main Idea

(This question generates one level of response.)

##### **Criteria for Response**

Students state the main idea found in the fifth paragraph: the success of Mr. Bombardier's business selling snowmobiles.

*Student Exemplars (Appropriate – In students' words and spelling)*

- The main idea is that snowmobiles were popular for people to use for fun and Mr. Bombardier sold a lot of them.
- The main idea in this paragraph is where snowmobiles were put on the market for everyone for fun and he was very successful in business.
- Paragraph five is about the big demand there was for snowmobiles and how popular they are now.

Read the story. Answer all the questions in your own words. Refer to the story when necessary, to reveal that you have a clear understanding of the ideas.

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**1. What did Miss Cutcheon work at before she retired?**

(This question generates one level of response.)

**Criteria for Response**

Students respond accurately to the literal question, giving Miss Cutcheon's former occupation as a teacher.

*Student Exemplars (Appropriate – In students' words and spelling)*

- She used to be a teacher.
- Miss Cutcheon used to teach school before she retired.
- Miss Cutcheon used to be a fourth grade schoolteacher before she retired.

**2. Where did Miss Cutcheon get the dog?**

(This question generates one level of response.)

**Criteria for Response**

Students tell where the dog came from and how Miss Cutcheon had received it.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Miss Cutcheon got the dog from a family around the corner because they were moving away.
- A family around the corner gave Miss Cutcheon the dog because they were moving to France.
- Because the family around the corner was moving to France and couldn't take the dog they gave her to Miss Cutcheon.

**3. What did Velma like about breakfast with Miss Cutcheon?**

(This question generates one level of response.)

**Criteria for Response**

Students describe breakfasts at Miss Cutcheon's home, noting the special things about them.

*Student Exemplars (Appropriate – In students' words and spelling)*

- At Miss Cutcheon's breakfasts you could smell coffee, bacon and biscuits.
- Miss Cutcheon cooked bacon and biscuits and she perked coffee for breakfast every day so it smelled good to Velma.

*Student Exemplars (Appropriate - In students' words and spelling) cont'd.*

- Velma liked her breakfast at Miss Cutcheon's house because Miss Cutcheon always cooked bacon and biscuits and had perking coffee so the aromas around her nose made the dog food taste better.

#### 4. How did having a dog change Miss Cutcheon's retirement life?

(This question generates two levels of response.)

##### **Criteria for Appropriate Response**

Students describe the general actions of Miss Cutcheon after she got the dog.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Miss Cutcheon started going out again instead of just sitting on her porch and thinking about things.
- The dog helped get Miss Cutcheon out of the house to go for walks and she saw children in a school yard.
- Miss Cutcheon took Velma for a walk and saw a school with children playing outside so she talked to them and was happy again.

##### **Criteria for Strong Response**

Students describe the dog's influence on Miss Cutcheon's retirement years, giving insightful reasons for the benefits of having the dog around her.

*Student Exemplars (Strong – In students' words and spelling)*

- It was the dog that got Miss Cutcheon outside again and helped her find the school where she got to talk to kids again so she was happy in her retirement life.
- After Miss Cutcheon started to walk with Velma she found a school and liked to visit the children. This made her forget her sad retirement life.
- Having a dog with her helped Miss Cutcheon not to be so alone. They went for walks and one day they heard some kids so they went farther until they saw the school playground. The children made Miss Cutcheon want to come again so they did this every day and because of that she was happy.

5. After Velma and Miss Cutcheon had spent so much time together, something began to happen to both of them. Explain what happened to each of them and describe the difference. Support your answer using details from the text.

(This question generates two levels of response.)

**Criteria for Appropriate Response**

Students give the explanation of the memory changes showing how those changes differed, with little or no supporting details.

*Student Exemplars (Appropriate – In students' words and spelling)*

- Both of their memories changed but they changed in opposite ways.
- Velma's memory grew fuzzy and Miss Cutcheon's memory, on the other hand, grew better every day.
- Miss Cutcheon and Velma both lost their memories. She lost her memory of the present and Velma lost her memory of the past.

**Criteria for Strong Response**

Students compare and contrast the change in the memories of both characters, supporting their answers with textual references.

*Student Exemplars (Strong – In students' words and spelling)*

- Velma's memory got poor and she forgot about her old family. "Velma's memory of her three children grew fuzzy, and only when she saw a boy or girl passing on the street did her ears pick up as if she should have known something about children." Miss Cutcheon got a better memory and remembered her students. "Miss Cutcheon's memory, on the other hand, grew better every day, and she seemed not to know anything except the past."
- They both had changes in their memory but Miss Cutcheon could remember her children and Velma was forgetting her children. "Velma's memory of her three children grew fuzzy and Miss Cutcheon could recite the names of children in her mind".
- Miss Cutcheon and Velma both had memory problems about their children because it says Miss Cutcheon's memory "grew better" but Velma's memory "grew fuzzy" so that's how their memory was different.

The following types of questions/tasks may be used for the three levels of reading comprehension.

- **Literal Questions (Reading “the lines”) –**

The answers are right there on the page for the reader to find the information given. (Key words—who, what, when, where, how, name, recall, show)

- Which sentence gives the main idea of the story?
- Name the key points about the main character.
- How old was the girl in the story?
- What is the definition of the term? or What is...?
- What factors caused the occurrence?
- Who are the family members in the story?

- **Inferential/Interpretive Questions (Reading “between the lines”) –**

The answers come when the reader draws conclusions or reads meaning into the story from the information given. (Key words—compare/contrast, examine, categorize, simplify)

- What leads you to believe that this will happen?
- Who is the stronger of the two characters?
- Why do you think they have that problem?
- What happens when they do that?
- What do you think makes them so special?
- Which do you think is more important?

- **Personal/Critical/Evaluative Questions (Reading “beyond the lines”) –**

The answer comes from observation and/or insight, where the reader synthesizes information given or forms an opinion from what s/he reads. (Key words—combine, develop, predict, improve, change, adapt, defend, judge, support, recommend, solve, conclude)

- If you were there, what would you have done in this situation?
- What would you suggest as an alternative?
- Is there enough evidence to prove the theory?
- What is the best method to follow?
- Which do you think is more important?
- Explain why you agree/disagree with the idea.

**Writing Achievement Standards – End of Grade 6  
and  
Writing Prompts for Student Writing Assignments**

**Appropriate Achievement**

*An appropriate achievement will illustrate writing that*

**Content/Ideas**

- introduces a specific topic with a main idea that establishes the purpose and audience
- includes straightforward and predictable ideas
- attempts to support the ideas with relevant details (may have distractions)

**Organization**

- gives an introduction to establish the purpose
- shows evidence of sequencing, with connecting/transition words
- shows control with paragraph divisions
- provides an obvious conclusion

Narrative/Imaginative Writing

- has a clear beginning, with the main characters introduced and the conflict presented
- portrays characters who are based on familiar stereotypes and tend to be 'good' or 'bad'
- sometimes includes dialogue to support/enhance ideas
- gives definitive endings (could be predictable and/or abrupt)

Information Text

- follows most conventions of the selected form (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- uses text features (titles, headings, charts, diagrams, etc.) that are generally clear and related to content
- presents introductions that show a clear purpose
- includes details that follow a logical sequence (chronological, cause and effect, etc.)
- has a conclusion (could possibly be over generalized) that is appropriate to the form

**Word Choice**

- includes word choices that convey meaning

**Voice**

- shows an awareness of audience and an engagement with subject
- includes glimpses of personal feeling and individuality

**Sentence Structure**

- includes different kinds of sentences, with varied sentence structures (occasional errors)
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm

**Conventions**

- includes correct capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) and paragraphing with some competence
- has familiar and commonly used words spelled correctly
- follows subject/verb agreement with generally correct tense
- incorporates generally correct pronouns (e.g., *Give it to Tom and me.*)

**Strong Achievement**

*A strong achievement will illustrate writing that*

**Content/Ideas**

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience
- includes some original and thoughtful ideas
- shows development of information with relevant details to support the ideas

**Organization**

- has an effective introduction to establish a clear purpose
- demonstrates sequencing with transition words
- includes smooth paragraphing
- provides a logical and definite conclusion

Narrative/Imaginative Writing

- introduces the characters and conflict in an engaging and creative manner
- shows a development of complex characters, settings, and plot
- presents dialogue that enhances character and plot development
- gives definitive endings (could be surprising or unusual)

Information Text

- chooses conventions of the selected form correctly (persuasive writing, reports, letters, invitations, directions, procedures, etc.)
- contains text features (charts, diagrams, etc.) that clearly enhance content
- presents introductions that effectively establish purpose and engage the audience
- includes details that follow a logical sequence (chronological, cause and effect, etc.) with effective transitions
- has a logical and appropriate conclusion for the form

**Word Choice**

- strengthens meaning with descriptive vocabulary

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject
- includes strong personal feeling and individuality

**Sentence Structure**

- shows confident use of different kinds of sentences and structures (minimal errors)
- includes a variety of effective sentence lengths and varied beginnings

**Conventions**

- demonstrates skill with the correct use of capital letters and end punctuation
- includes internal punctuation (commas, quotation marks, and apostrophes) and paragraphing with competence
- includes more complex vocabulary (minimal spelling errors)
- follows subject/verb and tense agreement
- incorporates correct use of pronouns

Students were presented with different writing prompts such as a topic of personal choice or a specific requested response to a given situation/picture.

Below are some examples of suggested or assigned writing prompts that have been provided to students for assigned writing tasks.

You are being asked to complete a piece of writing. You have 60 minutes to complete the writing exercise. Follow the directions given for the writing prompts below.

### **Writing Prompts**

- A topic of personal choice
- A personal life experience
- A picture (see next page)
- Swimming/Exercising/Changing your lifestyle
- The premier has stated that within the next five years, the province should be known as the wellness province and should have the biggest increase in physical fitness participation of any province in Canada. So, the premier wants everyone to “start their heart and get active now.”

Before beginning to write, think about the importance of WALKING as a personal activity used to “start your heart and get active now.”

Thinking of the area in which you live, write an explanation of your ideas and/or habits of WALKING.

### **Assignment**

Develop this idea in a piece of independent writing of approximately 250 words.

Please Note: Students may not receive a rating of “Strong” when they fail to follow the directions given within the specific prompt; however, all prompts are considered “a prompt only”, so students who demonstrate an ability to write, may rate an “Appropriate” on their assignment.

You are being asked to complete a piece of writing. You have 60 minutes to do the writing exercise. Choose your topic from the suggested/assigned prompts and follow the directions given.

### **Instructions**

- Space is provided for planning, drafting, revising, and editing.
- Make the writing clear and focussed.
- Develop your ideas using appropriate sentences and paragraphs.
- Remember your purpose and audience as you strive for effectiveness and organization of your ideas, quality of written expression, and word choice.
- Follow the conventions of good writing with the correct use of punctuation, capitalization, spelling, and grammar.
- Use legible hand writing and a readable font size.
- Read your work to correct any mistakes.
- Write your FINAL COPY on provided pages, using a pen with blue or black ink.
- Judge your time accordingly; read your work to correct any mistakes.

Remember, your writing will be evaluated on the

- Effectiveness and organization of your ideas
- Quality of written expression, word choice, sentences, and paragraphs
- Correct use of punctuation, capitalization, spelling, and grammar

Do not use your real name or make reference to your community in the writing.



## **Student Writing Exemplars with Rationale – Grade 6**

**Writing exemplars are listed by title or by the first line of the writing piece.**

## "Troubled Waters"

## Troubled Waters

The sun was gleaming through the palm trees and the crashing of the waves could be heard as Melissa awoke. Melissa was thirteen years old and loved to surf. Every morning she would go down to the beach with her friends to surf and have fun. She crawled out of bed, put on her wet suit and headed out to the beach.

When she arrived, her friends were already out on the water. They all stopped what they were doing, smiled and came toward shore. They had been waiting. "Hi," said Amber. "Are you going to teach me to do that cockscrew today?" Melissa nodded happily and headed for the water.

They were just starting to get the hang of the move when something horrible happened. Amber's surfboard got caught between some large rocks. She lost her balance and fell hard. She was sure she had broken her arm. She was right. Melissa called for help but they were too far from shore to be heard.

Melissa rolled Amber onto her surfboard and started swimming. Meanwhile, Amber had just realized where she was and started kicking her feet. They paddled on for what seemed like hours. When they arrived at shore they noticed that their other friend Michael had called for an ambulance.

**“Troubled Waters”**

22 *She quickly thanked him and went back to check on Amber.*  
23 \_\_\_\_\_  
24 *Amber was being lifted up into the ambulance when she saw*  
25 *Melissa. She called her over and thanked her. “Melissa” she said*  
26 *“Thank you for saving my life. You’re the ~~to~~ best friend I ever had”.*

The writing sample titled “*Troubled Waters*” begins with “*The sun was gleaming....*”

### Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about friends surfing*  
line(s) 3-4 “Melissa was thirteen years old and loved to surf.”
- includes straightforward and predictable ideas  
line(s) 4 “Every morning she would go...to surf and have fun.”  
line(s) 12-13 “They were...when something horrible happened.”
- attempts to support the ideas with relevant details (may have distractions)  
line(s) 9-10 “Melissa nodded happily and headed for the water.”  
line(s) 14 “She was sure she had broken her arm.”

### Organization

- gives an introduction to establish the purpose  
line(s) 3-4 “Melissa was thirteen...and loved to surf.”  
line(s) 7 “When she arrived, her friends were already out on the water.”
- shows evidence of sequencing, with connecting/transition words  
line(s) 7 “When she arrived”  
line(s) 19 “Meanwhile”  
line(s) 20 “When they arrived”
- shows control with paragraph divisions  
paragraph # 1 introduction  
line(s) 5 “She crawled out of bed...headed out to the beach.”  
paragraph # 2 the arrival  
line(s) 7-8 “They all stopped...came toward shore.”  
paragraph # 3 the accident  
line(s) 13 “Amber’s surfboard got caught...rocks.”  
paragraph # 4 the rescue  
line(s) 18 “Melissa rolled Amber onto her surfboard and started swimming.”  
paragraph # 5 conclusion  
line(s) 25 “She called her over and thanked her.”
- provides an obvious conclusion  
line(s) 24-26 ...“Thank you for saving my life. You’re the best friend I ever had.”

The writing sample titled *“Troubled Waters”* begins with *“The sun was gleaming....”*

**Word Choice**

- includes word choices that convey meaning  
line(s) 2 “gleaming”  
line(s) 2-3 “crashing of the waves”  
line(s) 21 “noticed”

**Voice**

- shows an awareness of audience and an engagement with subject  
line(s) 3-4 “Melissa was thirteen years old and loved to surf.”  
line(s) 20-21 “When they arrived at shore...called for an ambulance.”
- includes glimpses of personal feeling and individuality  
line(s) 9 “ ‘Are you going to teach me to do that corkscrew today?’ ”  
line(s) 26 “ ‘Thank you for saving my life. You’re the best friend I ever had.’ ”

**Sentence Structure**

- includes different kinds of sentences with varied sentence structures (occasional errors)  
line(s) 24-25 “Amber was being lifted...she saw Melissa.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm  
line(s) 8 “They had been waiting.”  
line(s) 19-20 “Meanwhile, Amber...and started kicking her feet.”

**Conventions**

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation  
line(s) 2-3, 9, 18
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence  
line(s) 9, 13, 19
- has familiar and commonly used words spelled correctly  
line(s) 3, 13, 19, 21
- follows subject/verb agreement with generally correct tense  
line(s) 7, 9, 24
- incorporates generally correct pronouns  
line(s) 7, 8, 14-16

*"The train sped along..."*

1 The train sped along the track in a steady beat as we went  
2 away from the vanquished land of my people. My feet bled where  
3 my blisters had been and my hands cold as ice and calloused all over.  
4 How far I had run from the danger and war. My brother sobbed  
5 next to me. I looked at him and put a hand on his shoulder to  
6 comfort him as my mother had done. I missed her too, I had not  
7 seen her for two weeks since the war had started. I prayed to god  
8 to help her and take care of her.  
9 I started to hum the song my mother used to sing to us when  
10 we were just babies. My brother looked up at me and smiled. I smiled  
11 back. We heard the train screech to a stop. We got up from the  
12 sticky seats of the train and walked out. The earth was cold  
13 here and the grass still wet with dew from the long night that  
14 had passed.  
15 It was near noon when we entered the village. It was  
16 beautiful. Children of all ages ran around playing tag. A small boy  
17 came up to my brother, placed his chubby little fingers on  
18 his arm and said "tag". My brother giggled a little and took  
19 off running. I stood there for two minutes when a woman  
20 came to me. She had a kind young face and a nice warming smile.  
21 She gently took me by the hand and led me to a small

## END OF GRADE 6 – SAMPLE II

Strong Achievement

Page 2 of 2

*"The train sped along..."*

22 room where she sat me down and started to comb my hair. She  
23 then undressed me and, just as I started to shiver, she slipped a  
24 warm beautiful dress over my head. It ~~then~~ went down to  
25 my ankles and over to the end of my arms. Then she took off my  
26 shoes and washed my feet with warm water, and put boots on my  
27 feet. She braided my hair, and gave me a hug and told me I could  
28 go.

29 As I walked out I smelled fresh food drifting through the  
30 air. I looked over to my right to see a long table filled with  
31 food and plates. I quickly went over and took a seat near my  
32 brother. After our stomachs were full with moose meat, potatoes  
33 and corn we lit a fire and started to dance. I danced till  
34 my feet felt as if I was still on the train.

35 Just as I was getting up to go to bed I saw a tall woman  
36 emerging from the thick forest. When she was close enough  
37 so I could see her facial features I realized it was my mother.  
38 I ran to her tears streaming down my face and thanking god  
39 for answering my prayers. When I was closer to her I jumped  
40 into her arms and hugged her for what  
41 seemed like an eternity. My brother came  
42 over too, and, for once in a long time, I was happy.

This writing sample begins with *“The train sped along the track....”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about two children who flee their war-torn land*  
line(s) 1-2 “The train sped along the track...away from the vanquished land of my people.”
- includes some original and thoughtful ideas  
line(s) 4 “How far I had run from the danger and war.”  
line(s) 9-10 “I started to hum...when we were babies.”
- shows development of information with relevant details to support the ideas  
line(s) 11 “we heard the train schreech to a stop.”  
line(s) 15 “It was near noon when we entered the village.”

### Organization

- has an effective introduction to establish a clear purpose *of the escape*  
line(s) 4-5 “My brother sobbed next to me.”  
line(s) 5-6 “I looked at him and put a hand on his shoulder...as my mother had done.”
- demonstrates sequencing with transition words  
line(s) 15 “It was near noon”  
line(s) 29 “As I walked out”  
line(s) 35 “Just as I was getting up”
- includes smooth paragraphing  
paragraph # 1 introduction  
line(s) 1-2 “The train sped...as we went away...land of my people.”  
paragraph # 2 on the train  
line(s) 10-11 “I smiled back, we heard the train schreech to a stop.”  
paragraph # 3 in the village  
line(s) 15 “It was near noon when we entered the village.”  
paragraph # 4 being cared for  
line(s) 21-22 “She gently took me by the hand and led me to a small room”  
paragraph # 5 being nourished  
line(s) 30-31 “I looked over to my right to see a long table filled with food and plates.”  
paragraph # 6 conclusion  
line(s) 41-42 “My brother came over too and, for once in a long time, I was happy.”
- provides a logical and definite conclusion  
line(s) 39-41 “When I was closer to her I...and hugged her....”  
line(s) 41-42 “My brother came over too, and, for once in a long time, I was happy.”



This writing sample begins with *“The train sped along the track....”*

**Word Choice**

- strengthens meaning with descriptive vocabulary  
line(s) 2 “vanquished land”  
line(s) 3 “my hands cold as ice and callused all over”  
line(s) 13 “the grass still wet with dew from the long night”  
line(s) 36 “emerging from the thick forest”

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject  
line(s) 1-2 “we went away from the vanquished land of my people.”  
line(s) 5-6 “I looked at him and put a hand on his shoulder to comfort him as my mother had done.”
- includes strong personal feeling and individuality  
line(s) 7-8 “I prayed to god to help her and take care of her.”  
line(s) 9-10 “I started to hum the song my mother used to sing to us when we were just babies.”  
line(s) 38-39 “I ran to her tears streaming down my face and thanking god for ansering my prayers.”

**Sentence Structure**

- shows confident use of different kinds of sentences and structures (minimal errors)  
line(s) 9-10 “I started to hum the song...we were just babies.”  
line(s) 35-36 “Just as I was...emerging from the forest.”
- includes a variety of effective sentence lengths and varied beginnings  
line(s) 4 “How far I had run from the danger and war.”  
line(s) 29-30 “As I walked out I smelled fresh food drifting through the air.”

**Conventions**

*The student demonstrates skill in this area with minimal errors.*

- demonstrates skill with the correct use of capital letters and end punctuation  
line(s) 15, 20
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence  
line(s) 10-11, 27
- includes more complex vocabulary (minimal spelling errors)  
line(s) 2, 3, 27
- correctly follows subject/verb and tense agreement  
line(s) 1-2, 15
- incorporates correct use of pronouns  
line(s) 35-36, 39-41

*"One of the things I like to do..."*

1 One of the things that I like to do  
2 everytime I get a chance is go walking.  
3 I love being outdoors in nature  
4 listening to the birds chirp and  
5 watching animals in their habitat.  
6 I love to walk for the love of it.  
7 Sometimes, when I get the chance I like  
8 to walk for a cause. Some people walk  
9 to loose weight but most people walk  
10 to stay active.  
11 When I feel out of shape and lazy, I  
12 like to take walks to stay active. Even  
13 my grandparents walk with me to stay  
14 active. My mother and I walk a lot  
15 together. I try to help her stay active.  
16 When my mother and I walk we  
17 like to walk very fast and when I  
18 walk with my Nanny, we have to  
19 walk very slow. because she has a  
20 bad hip (she is not very active). I also  
21 like to go for walks with my dad in  
22 the woods. In the woods it can be

*"One of the things I like to do..."*

23 hard to walk because of tree roots,  
24 stumps and rocks so you have to  
25 walk very slow.

26 The best time to walk is probably  
27 in the morning in a nature trail.  
28 I am not an early bird and I  
29 tend to get mad at my parents  
30 when they get me up early in the  
31 morning to go for a walk, but once  
32 I get outdoors, I would hate to  
33 be asleep! I guess I'm just a person  
34 who loves to walk!

35 \_\_\_\_\_

36 \_\_\_\_\_

The writing sample “*Walking!*” begins with “*One of the things that I like to do....*”

### Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about the writer’s love of walking*  
line(s) 1-2 “One of the things that I like to do...is go walking.”
- includes straightforward and predictable ideas  
line(s) 11-12 “I like to take walks to stay active.”
- attempts to support the ideas with relevant details (may have distractions)  
line(s) 6 “I love to walk for the love of it.”  
line(s) 11-12 “When I feel out of shape and lazy, I like to take walks to stay active.”

### Organization

- gives an introduction to establish the purpose  
line(s) 1-2 “One of the things that I like to do everytime I get a chance is go walking.”  
line(s) 7-8 “Sometimes, when I get the chance...for a cause.”  
line(s) 14-15 “My mother and I walk a lot together.”
- shows evidence of sequencing, with connecting/transition words  
line(s) 7 “Sometimes,”  
line(s) 12-13 “Even my grandparents walk with me”  
line(s) 20-21 “I also like to go”  
line(s) 26 “The best time to walk”
- shows control with paragraph divisions  
paragraph # 1 introduction  
line(s) 3-5 “I love being outdoors in nature...animals in their habitat.”  
paragraph # 2 walking for the love of it  
line(s) 8-10 “Some people walk to loose weight but most people walk to stay active.”  
paragraph # 3 walking to stay active  
line(s) 12-14 “Even my grandparents walk with me to stay active.”  
paragraph # 4 pace of walking  
line(s) 16-17 “When my mother and I walk we like to walk very fast”  
line(s) 17-19 “and when I walk with my Nanny, we have to walk very slow”  
paragraph # 5 conclusion  
line(s) 33-34 “I guess I’m just a person who loves to walk!”
- provides an obvious conclusion  
line(s) 33-34 “I guess I’m just a person who loves to walk.”

The writing sample “*Walking!*” begins with “*One of the things that I like to do....*”

**Word Choice**

- includes word choices that convey meaning  
line(s) 5 “habitat”  
line(s) 8 “a cause”  
line(s) 12 “active”

**Voice**

- shows an awareness of audience and an engagement with subject  
line(s) 20 “(she is not very active).”  
line(s) 28 “I am not an early bird”
- includes glimpses of personal feeling and individuality  
line(s) 31-33 “once I get outdoors, I would hate to be asleep!”  
line(s) 33-34 “I guess I’m just a person who loves to walk!”

**Sentence Structure**

- includes different kinds of sentences, with varied sentence structures (occasional errors)  
line(s) 16-20 “When my mother and I walk we like to walk very fast...active).”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm  
line(s) 1-2 “One of the things that I like to do everytime I get a chance is go walking.”  
line(s) 26-27 “The best time to walk...a nature trail.”

**Conventions**

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation  
line(s) 1-2
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence  
line(s) 18, 20, 33
- has familiar and commonly used words spelled correctly  
line(s) 5, 10
- follows subject/verb agreement with generally correct tense  
line(s) 8-9, 16-17
- incorporates generally correct pronouns  
line(s) 1-2, 13, 28-33

*"I have been called upon...."*

1 I have been called upon to talk about one  
2 of the most favoured exercises in the world.  
3 Millions of people around the globe are  
4 reaping the benefits of this remarkable  
5 exercise. I am going to inform you about  
6 walking.

7  
8 Walking is an excellent way to become  
9 a physically fit individual. There are  
10 countless places you can walk. Nature trails  
11 are perfect for a calm and relaxed walker.  
12 Energetic walkers, however, might prefer  
13 sidewalks, roads, and highways.

14  
15 It is clear that walking is good  
16 for your mind, body, and soul. Physicians have  
17 endorsed walking as "the best" exercise  
18 countless times. Walking builds muscles in  
19 your legs and burns hundreds of calories  
20 every kilometre!

21  
22 Technology is encouraging walking by

*"I have been called upon...."*

23 introducing gadgets for the customary  
24 walker. The treadmill makes it possible for  
25 us to walk even when it's awfully cold  
26 outside. The invention of the MP3 player  
27 makes it possible for walkers to keep  
28 themselves entertained while walking.

29  
30 There is no doubt that walking is the  
31 preferred exercise of millions. It's a wonder  
32 that this number hasn't climbed to the billions  
33 yet. So grab those sneakers, find your MP3  
34 player, lace up, and go walk!

This writing sample begins with *“I have been called upon....”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about the most favoured exercises in the world*  
line(s) 5-6 “I am going to inform you about walking.”
- includes some original and thoughtful ideas  
line(s) 3-5 “Millions of people around the globe are reaping the benefits of this remarkable exercise.”
- shows development of information with relevant details to support the ideas  
line(s) 2-3 “most favoured exercises in the world”  
line(s) 15-16 “It is clear that walking is good for your mind, body, and soul.”

### Organization

- has an effective introduction to establish a clear purpose  
line(s) 5-6 “I am going to inform you about walking.”
- demonstrates sequencing with transition words  
line(s) 9-10 “There are countless places”  
line(s) 10-11 “Nature trails are”  
line(s) 12 “Energetic walkers”  
line(s) 30 “There is no doubt”
- includes smooth paragraphing  
paragraph # 1 introduction  
line(s) 1-3 “I have been called upon to talk about one of the most favoured exercises in the world.”  
paragraph # 2 places to walk  
line(s) 9-10 “There are countless places you can walk.”  
paragraph # 3 a health benefit  
line(s) 15-16 “It is clear that walking is good for...and soul.”  
paragraph # 4 technology adds to the entertainment  
line(s) 22-24 “Technology is encouraging walking by introducing gadgets for the customary walker.”  
paragraph # 5 conclusion  
line(s) 30-31 “There is no doubt that walking is the preferred exercise of millions.”
- provides a logical and definite conclusion  
line(s) 30-31 “There is no doubt that walking is the preferred exercise....”  
line(s) 33-34 “So grab those sneakers,...and go walk!”



This writing sample begins with *“I have been called upon....”*

**Word Choice**

- strengthens meaning with descriptive vocabulary  
line(s) 2 “favoured exercises”  
line(s) 4 “reaping the benefits”  
line(s) 10 “countless places”  
line(s) 12 “Energetic”  
line(s) 16-17 “Physicians have endorsed...”

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject  
line(s) 5-6 “I am going to inform you about walking.”  
line(s) 33-34 “So grab those sneakers, find your MP3 player, lace up, and go walk!”
- includes strong personal feeling and individuality  
line(s) 15-16 “It is clear that”  
line(s) 33-34 “find your MP3 player”

**Sentence Structure**

- shows confident use of different kinds of sentences and structures (minimal errors)  
line(s) 24-26 “The treadmill makes it possible for us to walk even when its awfully cold outside.”  
line(s) 30-31 “There is no doubt that walking is the preferred exercise of millions.”
- includes a variety of effective sentence lengths and varied beginnings  
line(s) 9-10 “There are countless places you can walk.”  
line(s) 12-13 “Energetic walkers, however, might prefer sidewalks, roads, and highways.”

**Conventions**

*The student demonstrates skill in this area with minimal errors.*

- demonstrates skill with the correct use of capital letters and end punctuation  
line(s) 3, 6, 26, 33-34
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence  
line(s) 12-13, 17, 33-34
- includes more complex vocabulary (minimal spelling errors)  
line(s) 2, 4, 9, 16, 22
- follows subject/verb and tense agreement  
line(s) 8-9, 9-10, 22
- incorporates correct use of pronouns  
line(s) 1, 10, 31-33

*"Did you know there are over 200 000 Canadians...over weight?"*

1 Did you know there are over 200 000  
2 Canadians that are severely over weight?  
3 Most of these people don't live past 70 because  
4 their bodies are in such crucial condition. A  
5 lot of these people can no longer take control  
6 over their cravings because it's too late. But it  
7 doesn't have to be too late for you. You can  
8 change your ways, and you can become a  
9 healthier person, physically and emotionally.

10 You are the one who has to make the  
11 decision to keep fit, or to make the decision  
12 to waste away your life and not care about  
13 what you do to your body. You have empowerment  
14 over what you want your lifestyle to be like.

15 Walking is a great way to keep fit.  
16 You aren't wasting All your energy, but you  
17 are getting exercise; that's important. You may  
18 have to sacrifice some television time, but in  
19 the end you will be so thankful that you  
20 stopped letting cravings control your life.  
21 How hard is it to get your family together  
22 and go for a nice, long walk? It's not only

*"Did you know there are over 200 000 Canadians...over weight?"*

23 *good for you, but it's good for your family too.*  
24 *Healthy eating and getting enough sleep are*  
25 *important too.*  
26 *So, I am asking you, are you going to keep*  
27 *lazing around, eating fast food and not getting*  
28 *any exercise whatsoever, or you can take action*  
29 *over your life, go for walks and eat healthy*  
30 *foods. It's all up to you now. Just remember, it's*  
31 *all worth it in the end.*

This writing sample begins with *“Did you know there are over 200 000 Canadians...over weight?”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about the importance of changing our lifestyle*  
line(s) 1-2 “Did you know there are over 200 000 Canadians...over weight?”
- includes straightforward and predictable ideas  
line(s) 6-7 “But it doesn’t have to be too late for you.”  
line(s) 13-14 “You have empowerment over what you want your lifestyle to be like.”
- attempts to support the ideas with relevant details (may have distractions)  
line(s) 8-9 “and you can become a healthier person, physically and emotionally.”  
line(s) 10-11 “You are the one who has to make the descision to keep fit.”

### Organization

- gives an introduction to establish the purpose  
line(s) 1-2 “Did you know there are over 200 000 Canadians...over weight?”  
line(s) 7-9 “You can change your ways, and you can become a healthier person, physically and emotionally.”
- shows evidence of sequencing, with connecting/transition words  
line(s) 26 “So, I am asking you,”  
line(s) 30 “Just remember,”
- shows control with paragraph divisions  
paragraph # 1 introduction  
line(s) 7-8 “You can change your ways”  
paragraph # 2 decision  
line(s) 11-12 “make the descision to waste away your life”  
line(s) 12-13 “not care about what you do to your body.”  
paragraph # 3 walking  
line(s) 15 “Walking is a great way to keep fit.”  
paragraph # 4 conclusion  
line(s) 30-31 “Just remember, it’s all worth it in the end.”
- provides an obvious conclusion  
line(s) 30-31 “Just remember, it’s all worth it in the end.”

This writing sample begins with *“Did you know there are over 200 000 Canadians...over weight?”*

**Word Choice**

- includes word choices that convey meaning  
line(s) 6 “over their cravings”  
line(s) 13 “empowerment”  
line(s) 20 “cravings control”

**Voice**

- shows an awareness of audience and an engagement with subject  
line(s) 1-2 “Did you know there are over 200 000 Canadians that are severely over weight?”  
line(s) 10-11 “You are the one who has to make the descision”
- includes glimpses of personal feeling and individuality  
line(s) 26 “So, I am asking you”  
line(s) 30-31 “Just remember, it’s all worth it in the end.”

**Sentence Structure**

- includes different kinds of sentences, with varied sentence structures (occasional errors)  
line(s) 17-20 “You may have to sacrifice some television time, but in the end you will be thankful that you stopped letting cravings control your life.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm  
line(s) 15 “Walking is a great way to keep fit.”  
line(s) 21-22 “How hard is it to get your family together and go for a nice, long walk?”

**Conventions**

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation  
line(s) 1-2, 21-22
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence  
line(s) 18, 26
- has familiar and commonly used words spelled correctly  
line(s) 4, 16, 20
- follows subject/verb agreement with generally correct tense  
line(s) 15, 24-25, 26-28
- incorporates generally correct pronouns  
line(s) 21-22

*“There are many things....”*

1 There are many things that are important in life, and taking  
2 care of your body is one of them. You should eat healthy foods  
3 but most importantly you should exercise. In order to stay in  
4 good health you should exercise daily, for 30 min to an hour  
5 at least.

6 Walking is an excellent source of exercise. It works the  
7 legs and even the arms. However, when walking there are a  
8 few rules that should be followed. You should always bring  
9 a bottle of water with you when walking. Also you shouldn't  
10 push yourself. If you are out of breath, it doesn't necessarily  
11 mean you did a really good workout. If you begin to  
12 ache or start to feel side pains, make sure you stop  
13 right away.

14 A person in good health will exercise everyday rain or  
15 shine. Are you a person who doesn't like walking at  
16 night in the dark? You don't like walking in the rain?  
17 Then here's the thing for you. A treadmill is a great  
18 exercise machine when it comes to walking. It comes  
19 with all kinds of various speeds and it's situated right  
20 inside your very own home!

21 Exercising may be significant for your body, but there  
22 are other things you should do to keep in good health.

*"There are many things...."*

23 If you eat a lot of chips and stuff exercising won't help  
24 you very much. The "trans Fat" (which is found mostly in  
25 junk food) is very bad for your heart. However, it is ok  
26 to have one unhealthy food per day, as long as the  
27 rest of your meals/snacks are healthy. Also, make sure  
28 you get plenty of rest. Staying up late every night, may  
29 be fun, but if you don't get enough rest you could get  
30 Sick.

31 Walking isn't only exercise, it's a lot of fun too! So,  
32 do your body a favor, and stay healthy!

This writing sample begins with *“There are many things....”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about taking care of your body*  
line(s) 1-2 “There are many things that are important in life, and taking care of your body is one of them.”
- includes some original and thoughtful ideas  
line(s) 3-5 “In order to stay in good health you should exercise daily, for 30 min to an hour at least.”  
line(s) 11-13 “If you begin to ache or start to feel side pains, make sure to stop right away.”
- shows development of information with relevant details to support the ideas  
line(s) 6 “Walking is an excellent source of exercise.”  
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”

### Organization

- has an effective introduction to establish a clear purpose  
line(s) 2-3 “You should eat healthy foods but most importantly you should exercise.”  
line(s) 3-5 “In order to stay in good health you should exercise daily, for 30 min to an hour at least.”
- demonstrates sequencing with transition words  
line(s) 14 “A person in good health will”  
line(s) 17 “Then here’s the thing for you.”
- includes smooth paragraphing  
paragraph # 1 introduction  
line(s) 1-2 “There are many things that are important in life, and taking care of your body is one of them.”  
paragraph # 2 walking  
line(s) 7-8 “However, when walking there are a few rules that should be followed.”  
paragraph # 3 daily exercise  
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”  
paragraph # 4 good health  
line(s) 21-22 “Exercising may be significant for your body, but there are other things you should do to keep in good health.”  
paragraph # 5 conclusion  
line(s) 31 “Walking isn’t only exercise, it’s a lot of fun too!”
- provides a logical and definite conclusion  
line(s) 31-32 “So do your body a favor, and stay healthy!”



This writing sample begins with *“There are many things....”*

### Word Choice

- strengthens meaning with descriptive vocabulary  
line(s) 6 “excellent source”  
line(s) 6-7 “It works the legs”  
line(s) 12 “feel side pains”  
line(s) 19 “various speeds”

### Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject  
line(s) 14-15 “A person in good health will exercise everyday rain or shine.”  
line(s) 17 “Then here’s the thing for you.”
- includes strong personal feeling and individuality  
line(s) 7-8 “However, when walking there are a few rules that should be followed.”  
line(s) 27-28 “Also, make sure you get plenty of rest.”  
line(s) 31-32 “So, do your body a favor and stay healthy!”

### Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)  
line(s) 10-11 “If you are out of breath, it doesn’t necessarily mean you did a really good workout.”  
line(s) 15-16 “Are you a person who doesn’t like walking at night in the dark?”
- includes a variety of effective sentence lengths and varied beginnings  
line(s) 6 “Walking is an excellent source of exercise.”  
line(s) 21-22 “Exercising may be significant for your body, but there are other things you should do to keep in good health.”

### Conventions

*The student demonstrates skill in this area with minimal errors.*

- demonstrates skill with the correct use of capital letters and end punctuation  
line(s) 6, 16
- includes internal punctuation (commas/quotation marks/apostrophes) with competence  
line(s) 24 “The ‘trans Fat’ (which is found mostly in junk food) is,”
- includes more complex vocabulary (minimal spelling errors)  
line(s) 3, 17, 21
- follows subject/verb and tense agreement  
line(s) 1-2, 17-18
- incorporates correct use of pronouns  
line(s) 2-3, 11-13, 18-20

*"I was counting down the days until the big swimming competition."*

## The Competition!

1 I was counting down the days until the big  
2 swimming competition. Nervous couldn't even come  
3 close to how I was feeling. Petrified more like it. But I  
4 knew I couldn't give up now, not after all the  
5 work I did to get here. I would have to compete!

6  
7 It was the day of the big meet. I felt like I  
8 had hundreds of butterflies flying around my  
9 stomach. I wanted to win not only for my  
10 parents but for me. Even if I did not win I knew  
11 they would still be proud. If it were not for all  
12 the encouragement I received from my family and  
13 friends, I think I would have given up already!

14  
15 We arrived at the pool early enough before the  
16 competition to give me time to warm up. Eventually  
17 the people began to trickle in. By the time the  
18 competition started the stadium was packed. There  
19 must have been at least 2000 people! I couldn't  
20 believe they were all here to see us, me swim!

*"I was counting down the days until the big swimming competition."*

22 Then the first race began, mine wasn't until  
23 the fifth. I could not believe how fast some  
24 people were. All the confidence I had went  
25 down the drain.

26  
27 Then it was my turn. I stepped on to the  
28 starting blocks. The world went silent until the  
29 beep. We were off! I felt the adrenalin pumping  
30 through me. Willing me to go stronger, faster than  
31 the others. I touched the wall and the crowd  
32 went wild!

33  
34 I couldn't believe I had won! I stepped on  
35 to the podium to receive my medal. I was  
36 searching for my parents. The only words to describe  
37 the looks on their faces was pure bliss!

The writing sample titled “*The Competition!*” begins with “*I was counting down the days until the big swimming competition.*”

### Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about a swimming competition*  
line(s) 1-2 “I was counting down the days until the big swimming competition.”
- includes straightforward and predictable ideas  
line(s) 7 “It was the day of the big meet.”  
line(s) 27 “Then it was my turn.”
- attempts to support the ideas with relevant details (may have distractions)  
line(s) 7-9 “I felt like I had hundreds of butterflies flying around my stomach.”  
line(s) 28-29 “The world went silent until the beep.”

### Organization

- gives an introduction to establish the purpose  
line(s) 1-2 “I was counting down the days until the big swimming competition.”  
line(s) 7 “It was the day of the big meet.”
- shows evidence of sequencing, with connecting/transition words  
line(s) 10 “Even if I did not win”  
line(s) 16 “Eventually”  
line(s) 17 “By the time”
- shows control with paragraph divisions  
paragraph # 1 introduction  
line(s) 2-3 “Nervous couldn’t even come close to how I was feeling.”  
paragraph # 2 feelings toward the competition  
line(s) 8-9 “hundreds of butterflies flying around my stomach.”  
line(s) 11-13 “If it were not...given up already!”  
paragraphs # 3 and # 4 at the pool  
line(s) 24-25 “All the confidence I had went down the drain.”  
paragraph # 5 the race  
line(s) 31-32 “I touched the wall and the crowd went wild!”  
paragraph # 6 conclusion  
line(s) 34 “I couldn’t believe I had won!”
- provides an obvious conclusion  
line(s) 34 “I couldn’t believe I had won!”

The writing sample titled *“The Competition!”* begins with *“I was counting down the days until the big swimming competition.”*

### Word Choice

- includes word choices that convey meaning  
line(s) 3 “Petrified”  
line(s) 29 “adrenalin”  
line(s) 37 “bliss”

### Voice

- shows an awareness of audience and an engagement with subject  
line(s) 9-10 “I wanted to win not only for my parents but for me.”  
line(s) 19-20 “I couldn’t believe they were all here to see us, me swim!”
- includes glimpses of personal feeling and individuality  
line(s) 3-5 “But I knew I couldn’t give up now, not after all the work I did to get here.”  
line(s) 24-25 “All the confidence I had went down the drain.”

### Sentence Structure

- includes different kinds of sentences, with varied sentence structures (occasional errors)  
line(s) 3-5 “But I knew...here.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm  
line(s) 5 “I would have to compete!”  
line(s) 11-13 “If it were not for all the encouragement I received from my family and friends, I think I would have given up already!”

### Conventions

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation  
line(s) 15-16, 24-25, 29
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence  
line(s) 3-5, 11-13, 34
- has familiar and commonly used words spelled correctly  
line(s) 8, 12, 24, 29
- follows subject/verb agreement with generally correct tense  
line(s) 1, 7, 10, 18-19
- incorporates generally correct pronouns  
line(s) 15-16, 19-20, 27, 27-28

*"My second favorite sport, aside from soccer, is swimming."*

1        My second favorite sport, aside from soccer, is swimming.  
2        Some people don't even realize swimming is a sport, but any experienced  
3        swimmer could tell you otherwise. It's a fun activity, you can exercise without  
4        having the force of gravity slow you down, and it's fantastic for your health.

5        I've been swimming since grade one, and I couldn't imagine what  
6        life would be like if I never learned how. Every year, I would invite my friends  
7        over for a pool party in the summer, playing games like marce-pols, and  
8        having under water races. Having friends come to swim at my house was  
9        something of a tradition, and knowing we could do anything from simply  
10       floating around to creating a human whirlpool made it all the more entertaining.

11       Second, you don't always need a large group of people to  
12       swim with you, ~~(sometimes)~~ sometimes just floating in the water alone is  
13       the best way to relax. See how long you can hold your breath, or count  
14       how many laps you can complete without stopping. You might be surprised  
15       with yourself!

16       Now for something a little more personal: two years ago, I  
17       was stricken with psoriatic arthritis, a disease that causes pain and swelling in  
18       the joints. As anyone with arthritis can tell you, it makes it extremely hard  
19       to stay regularly active. Fortunately I soon learned of a way to keep fit  
20       and still have fun: swimming! Being in the water removes pressure on your  
21       body, it burns fat and you can enjoy it any ~~that~~ time of year, inside

*"My second favorite, sport aside from soccer, is swimming."*

22 *and outside.*  
23 *In conclusion, swimming is one of the best exercises out there;*  
24 *it's lots of fun, it keeps you fit, and you can swim alone or with friends.*  
25 *You can become, with enough practice, ~~form~~ a member of the Olympic swim*  
26 *team! So keep dreaming and keep swimming...*  
27

This writing sample begins with *“My second favorite sport, aside from soccer, is swimming.”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about swimming*  
line(s) 1 “My second favorite sport, aside from soccer, is swimming.”
- includes some original and thoughtful ideas  
line(s) 2-3 “Some people don’t even realise swimming is a sport, but any experienced swimmer could tell you otherwise.”
- shows development of information with relevant details to support the ideas  
line(s) 5-6 “I’ve been swimming sence grade one, and I couldn’t imagine what life would be like if I never learned how.”  
line(s) 12-13 ...“sometimes just floating in the water alone is the best way to relax.”

### Organization

- has an effective introduction to establish a clear purpose  
line(s) 2 “Some people don’t even realise swimming is a sport”  
line(s) 4 “it’s fantastic for your health.”
- demonstrates sequencing with transition words  
line(s) 11 “Second”  
line(s) 16 “Now for something a little more personal”  
line(s) 23 “In conclusion”
- includes smooth paragraphing  
paragraph # 1 introduction  
line(s) 1 “My second favorite sport, aside from soccer, is swimming.”  
paragraph # 2 swimming with friends  
line(s) 8-10 “Having friends come to swim at my house...all the more entertaining.”  
paragraph # 3 swimming alone  
line(s) 11-13 “Second, you don’t always need a large group of people to swim with you...alone is the best way to relax.”  
paragraph # 4 swimming to stay fit  
line(s) 19-20 “to keep fit and still have fun: swimming!”  
paragraph # 5 conclusion  
line(s) 26 “So keep dreaming and keep swimming...”
- provides a logical and definite conclusion  
line(s) 23-24 “In conclusion, swimming is one of the best exercises out there; it’s lots of fun, it keeps you fit, and you can swim alone or with friends.”



This writing sample begins with *“My second favorite sport, aside from soccer, is swimming.”*

**Word Choice**

- strengthens meaning with descriptive vocabulary  
line(s) 4 “fantastic”  
line(s) 5 “imagine”  
line(s) 17 “arthritis”  
line(s) 20 “pressure”

**Voice**

- demonstrates a confident awareness of audience and a sincere engagement with subject  
line(s) 5-6 “I’ve been swimming since grade one and I couldn’t imagine what life would be like”  
line(s) 12-13 “sometimes just floating in the water alone is the best way to relax.”
- includes strong personal feeling and individuality  
line(s) 18-19 “As anyone with arthritis can tell you, it makes it extremely hard to stay regularly active.”  
line(s) 26 “So keep dreaming and keep swimming...”

**Sentence Structure**

- shows confident use of different kinds of sentences and structures (minimal errors)  
line(s) 18-19 “As anyone with arthritis can tell you,... to stay regularly active.”
- includes a variety of effective sentence lengths and varied beginnings  
line(s) 1 “My second favorite sport, aside from soccer, is swimming.”  
line(s) 8-10 “Having friends...”

**Conventions**

*The student demonstrates skill in this area with minimal errors.*

- demonstrates skill with the correct use of capital letters and end punctuation  
line(s) 1, 14-15
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence  
line(s) 1, 11, 23
- includes more complex vocabulary (minimal spelling errors)  
line(s) 9, 18
- follows subject/verb and tense agreement  
line(s) 20-22
- incorporates correct use of pronouns  
line(s) 23-24

*"When you walk you are using your heart to be active."*

1 When you walk you are using your heart to  
2 be active. You are exercising your heart. Walking is  
3 very good for your health and that means it's good  
4 for you heart too.

5 You can do lots of walking in you community.  
6 You could walk the dog, or walk to school. You  
7 could even count walking around in the mall.

8 When you walk your dog you are getting your  
9 body moving but also you are exercising your dog!  
10 It's great exercise for the both of you.

11 If you don't take the bus to school and you  
12 don't get a drive you have no choice but to walk  
13 there. That's exercise you have to do.

14 When you go to the mall with your friends  
15 you can't drive a car in the mall so you have  
16 to walk around. That's another way of getting some  
17 exercise. When you walk you might not even realize  
18 you are getting so much exercise!

19 Walking is something that keeps you active and that  
20 keeps you heart moving. It's great exercise for  
21 you and your Furry Friends. It keeps you healthy  
22 and feeling alive!

END OF GRADE 6 – SAMPLE IX

Appropriate Achievement

Page 2 of 2

*“When you walk you are using your heart to be active.”*

23    The next time you go on a walk just  
24    remember that you are keeping your heart  
25    healthy and you're getting lots of exercise.  
26    Walking is a great thing for everyone to do!

This writing sample begins with *“When you walk you are using your heart to be active.”*

### Content/Ideas

- introduces a specific topic with a main idea that establishes the purpose and audience *about walking*  
line(s) 1-2 “When you walk you are using your heart to be active.”
- includes straightforward and predictable ideas  
line(s) 2-4 “Walking is very good for your health...too.”  
line(s) 6 “You could walk the dog, or walk to school.”
- attempts to support the ideas with relevant details (may have distractions)  
line(s) 2 “You are exercising your heart.”  
line(s) 21-22 “It keeps you healthy and feeling alive!”

### Organization

- gives an introduction to establish the purpose  
line(s) 2-4 “Walking is very good for your health and that means it’s good for your heart too.”  
line(s) 5 “You can do lots of walking in your community.”
- shows evidence of sequencing, with connecting/transition words  
line(s) 8 “When you walk”  
line(s) 16 “That’s another way”  
line(s) 23 “The next time”
- shows control with paragraph divisions  
paragraph # 1 introduction  
line(s) 1-2 “When you walk you are using your heart to be active.”  
paragraph # 2 where you can walk  
line(s) 6 “You could walk the dog, or walk to school.”  
line(s) 6-7 “You could even count walking around in the mall.”  
paragraph # 3 walking your dog  
line(s) 10 “It’s great exercise for the both of you.”  
paragraph # 4 walking to school  
line(s) 11-13 “If you don’t take the bus to school...no choice but to walk there.”  
paragraph # 5 walking around the mall  
line(s) 14-16 “When you go to the mall...you have to walk around.”  
paragraph # 6 summary  
line(s) 19-20 “Walking is something that keeps you active and that keeps your heart moving.”  
paragraph # 7 conclusion  
line(s) 26 “Walking is a great thing for everyone to do!”
- provides an obvious conclusion  
line(s) 26 “Walking is a great thing for everyone to do!”

This writing sample begins with *“When you walk you are using your heart to be active.”*

### Word Choice

- includes word choices that convey meaning  
line(s) 2 “active”, “exercising”  
line(s) 17 “realize”  
line(s) 21 “healthy”

### Voice

- shows an awareness of audience and an engagement with subject  
line(s) 2-4 “Walking is very good for your health...for your heart too.”  
line(s) 8-9 “When you walk your dog you are getting your body moving...exercising your dog!”
- includes glimpses of personal feeling and individuality  
line(s) 17-18 “When you walk you might not even realize you are getting so much exercise!”  
line(s) 21-22 “It keeps you healthy and feeling alive!”

### Sentence Structure

- includes different kinds of sentences, with varied sentence structures (occasional errors)  
line(s) 11-13 “If you don’t take the bus to school and you don’t get a drive you have no choice but to walk there.”
- includes a variety of sentence lengths and beginnings to create interest and establish rhythm  
line(s) 2 “You are exercising your heart.”  
line(s) 2-4 “Walking is very good for your health and that means it’s good for your heart too.”

### Conventions

*The student demonstrates skill in the conventions of good writing, with occasional errors.*

- includes correct capital letters and end punctuation  
line(s) 2, 10
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with some competence  
line(s) 13, 16
- has familiar and commonly used words spelled correctly  
line(s) 2, 11, 17
- follows subject/verb agreement with generally correct tense  
line(s) 2-4
- incorporates generally correct pronouns  
line(s) 17-18, 20

“Walk for Fitness”

Walk for Fitness

1 This is Willy. He is a prime example of all the  
2 people around today. He is lazy, obese, and does nothing  
3 but eat, sleep, and watch television. Lucky for Willy  
4 the premier of the province just wants this to stop. We  
5 will turn Willy from nothing but flab, to all ab in just  
6 three simple steps.

7 The first step to this amazing change is being more  
8 active. More activities equals less fat, but this activity  
9 is the easiest of all. This miracle activity is walking.  
10 All Willy has to do is walk for 30 minutes everyday.  
11 This exercise will make him more active and if he invites  
12 a companion it can be fun. The fun has just started though.  
13

14 The second step is eating a balanced diet. When combined  
15 with walking it will give you more energy to walk longer  
16 and a extra supply of energy for the rest of the day.  
17 By “balanced” we mean carrots, apples, bread, eggs  
18 peanut butter, yogurt milk and meat. A happy and healthy  
19 diet at breakfast, lunch, and dinner makes a better  
20 fitness filled day.

21 The third and final step is keeping this routine  
22 going for 6 to 8 weeks. On the final week we will

*"Walk for Fitness"*

23 notice a huge change. He will not only feel better but  
24 he will look better. Willy will have lost any excess  
25 fat, will be more active, and will sleep better at night.  
26 This metamorphosis will soon happen all over the  
27 province, and eventually around Canada. All you have  
28 to do is remember that exercising, a balanced, healthy  
29 diet, and a active routine will make a better you.

The writing sample titled “*Walk for Fitness*” begins with “*This is Willy.*”

### Content/Ideas

- introduces a specific topic with a main idea that establishes a clear purpose and definite audience *about becoming fit*  
line(s) 1-2 “This is Willy. He is a prime example of people today. He is lazy,...and watch television.”
- includes some original and thoughtful ideas  
line(s) 4-6 “We will turn Willy from nothing but flab, to all ab in just three simple steps.”
- shows development of information with relevant details to support the ideas  
line(s) 7-8 “The first step to this amazing change is being more active.”  
line(s) 14 “The second step is eating a balanced diet.”  
line(s) 21-22 “The third and final step is keeping this routine going for 6 to 8 weeks.”

### Organization

- has an effective introduction to establish a clear purpose  
line(s) 1-6 “This is Willy. He is a prime example...flab, to all ab in just three simple steps.” (*a very engaging introduction*)
- demonstrates sequencing with transition words  
line(s) 7 “The first step”  
line(s) 21 “The third and final step”
- includes smooth paragraphing  
paragraph # 1 introduction  
line(s) 4-6 “We will turn Willy from nothing but flab, to all ab in just three simple steps.”  
paragraph # 2 being active  
line(s) 9 “This miracle activity is walking.”  
paragraph # 3 balanced diet  
line(s) 17-18 “By ‘balanced’ we mean carrots, apples, bread, eggs...and meat.”  
paragraph # 4 conclusion  
line(s) 23-24 “He will not only feel better but he will look better.”
- provides a logical and definite conclusion  
line(s) 27-29 “All you have to do is remember that exercising,...will make a better you.”



The writing sample titled “*Walk for Fitness*” begins with “*This is Willy.*”

### Word Choice

- strengthens meaning with descriptive vocabulary  
line(s) 1 “prime”  
line(s) 9 “miracle activity”  
line(s) 26 “metamorphosis”

### Voice

- demonstrates a confident awareness of audience and a sincere engagement with subject  
line(s) 12 “The fun has just started though.”  
line(s) 27-29 “All you have to do is remember that exercising,...will make a better you.”
- includes strong personal feeling and individuality  
line(s) 4-6 “We will turn Willy...to all ab in just three simple steps.”  
line(s) 22-23 “On the final week we will notice a huge change.”

### Sentence Structure

- shows confident use of different kinds of sentences and structures (minimal errors)  
line(s) 9 “This miracle activity is walking.”  
line(s) 27-29 “All you have to do is remember...a active routine will make a better you.”
- includes a variety of effective sentence lengths and varied beginnings  
line(s) 1 “This is Willy.”  
line(s) 8-9 “More activities equals less fat, but this activity is the easiest of all.”  
line(s) 24-25 “Willy will have lost any excess fat, will be more active, and will sleep better at night.”

### Conventions

*The student demonstrates skill in this area with minimal errors.*

- demonstrates skill with the correct use of capital letters and end punctuation  
line(s) 1, 9, 14, 21-22
- includes internal punctuation (commas/quotation marks/apostrophes) and paragraphing with competence  
line(s) 2-3, 17, 24-25, 27-29
- includes more complex vocabulary (minimal spelling errors)  
line(s) 1, 2, 12, 21, 26
- follows subject/verb and tense agreement  
line(s) 4, 9, 10, 11-12
- incorporates correct use of pronouns  
line(s) 11-12, 22-23, 27-29

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## Appendix



## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome #4</b> – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
<b>Grade 6 Specific Curriculum Outcomes (from p. 24 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 6</b>
select, independently, texts appropriate to their range of interests and learning needs	<b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts. <b>Fiction (prose and poetry)</b> -Texts may be in media, web-based, and/or visual form: genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
read widely and experience a variety of children’s literature with an emphasis on genre and authors	<b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts. <b>Fiction (prose and poetry)</b> -...Genres may include short stories, poems, novels (including graphic novels), diaries, magazines, and plays.
use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information	<b>Nonfiction (report, biography, procedures, explanations, speeches, essays news articles)</b> -Texts may contain a table of contents, glossary, unit summary, and index.
use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning	<b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• monitor their reading and self-correct when reading does not make sense, sound right, or look right</li> <li>• use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> <li>• make connections between text and prior knowledge or personal experiences</li> <li>• adjust their reading rate according to the type of text</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> </ul>
reflect on and discuss their own processes and strategies in reading and viewing	<b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• generate questions to make and adjust predictions</li> <li>• use note-taking technique</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 5</b> – Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.	
<b>Grade 6</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 25 Atlantic Canada</b> <b>ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 6</b>
answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	<b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond correctly to literal and vocabulary-related questions</li> <li>• understand information by connecting text with prior knowledge</li> <li>• form logical opinions/reactions and support ideas with general reference(s)</li> </ul>
demonstrate understanding of the purpose of classification systems and basic reference materials	<b>Nonfiction</b> -Texts may contain a table of contents, glossary, unit summary, and index. -Topic-specific or technical words are usually highlighted or in boldface type, and are often defined or explained in the text.  <b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> </ul> <b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• manage, understand, and recall information using graphic organizers independently</li> <li>• use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> </ul>
use a range of reference texts and a database or an electronic search to facilitate the selection process	<b>Nonfiction (report, biography, procedures, explanations, speeches, essays, news articles)</b> -Texts may contain a table of contents, glossary, unit summary, and index

## Reading Curriculum Outcomes and Standards Alignment



<b>General Curriculum Outcome # 6</b> – Students will be expected to respond personally to a range of texts.	
<b>Grade 6 Specific Curriculum Outcomes (from p. 26 Atlantic Canada ELA curriculum: ML)</b>	<b>Reading Achievement Standard End of Grade 6</b>
explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts	<b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond correctly to most literal and vocabulary-related questions</li> <li>• understand information by connecting text with prior knowledge</li> <li>• form logical opinions/reactions and support ideas with general reference(s)</li> </ul>
reflect on and give reasons for their interpretations of an increasing variety of texts	<b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond correctly to literal and vocabulary-related questions</li> <li>• form logical opinions/reactions and give appropriate textual reference(s)</li> <li>• manage, understand, and recall information using graphic organizers (e.g., webs, charts, KWL, Venn diagrams, etc.)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 7</b> – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
<b>Grade 6</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 27 Atlantic Canada</b> <b>ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 6</b>
recognize that facts can be presented to suit an author's purpose and point of view – consider information from alternative perspectives	<b>Reading Strategies</b> Students <ul style="list-style-type: none"> <li>• generate questions to make and adjust predictions</li> <li>• make connections between text and prior knowledge</li> </ul> <b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• Form logical opinions/reactions and support ideas with general references</li> </ul>
identify the conventions and structure of a variety of print and media texts and genres  make connections with the purpose of each text or genre	<b>Text Complexity</b> – Students select, read independently, and understand a variety of fiction and nonfiction texts. <b>Fiction (prose and poetry)</b> <ul style="list-style-type: none"> <li>-Multiple-event plots feature twists with definite resolutions.</li> <li>-Plots generally follow chronological order; foreshadowing and/or flashbacks may occur.</li> <li>-Conflicts increase in complexity and sophistication.</li> <li>-Descriptive language establishes setting, mood, and atmosphere.</li> <li>-A variety of literary/poetic devices is used within a single poem.</li> </ul> <b>Nonfiction</b> <ul style="list-style-type: none"> <li>-Texts may contain components to enhance comprehension (glossary, graphs, maps, diagrams).</li> <li>-Texts may include transitional expressions (e.g., next, then, because, finally) to connect ideas.</li> <li>-Topic-specific or technical words are usually highlighted or in bold-face type, and are often defined or explained in the text.</li> </ul> <b>Comprehension Responses</b> Students <ul style="list-style-type: none"> <li>• identify the main ideas and summarize content</li> <li>• respond correctly to most literal and vocabulary-related questions</li> <li>• understand information by connecting text with prior knowledge</li> <li>• form logical opinions/reactions and support ideas with general reference(s)</li> </ul>

## Reading Curriculum Outcomes and Standards Alignment

<b>General Curriculum Outcome # 7</b> – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	
<b>Grade 6</b> <b>Specific Curriculum Outcomes</b> <b>(from p. 27 Atlantic Canada</b> <b>ELA curriculum: ML)</b>	<b>Reading Achievement Standard</b> <b>End of Grade 6</b>
<p>respond critically to texts by applying a growing range of strategies to analyze and evaluate a text</p> <p>- demonstrating growing awareness that all texts reflect purpose and perspective</p> <p>- recognizing when language is being used to manipulate, persuade, or control them</p> <p>- detecting prejudice, stereotyping, and bias</p>	<p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• make connections between text and prior knowledge</li> <li>• skim/scan text for format and information</li> <li>• reread when comprehension is lost</li> </ul> <p><b>Comprehension Responses</b> Students</p> <ul style="list-style-type: none"> <li>• understand information by connecting text with prior knowledge</li> <li>• form logical opinions/reactions and support ideas with general reference(s)</li> </ul> <p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• make connections between text and prior knowledge</li> </ul> <p><b>Reading Strategies</b> Students</p> <ul style="list-style-type: none"> <li>• use context clues, word/language structure, phonics, and references (e.g., dictionary, glossary, thesaurus, computer) to decode unknown and unfamiliar words</li> </ul> <p><b>Comprehension Responses</b> Students</p> <ul style="list-style-type: none"> <li>• form logical opinions/reactions and support ideas with general reference(s)</li> </ul>